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mediaeval reading-books such as the *Disticha de Moribus Catonis* and the *Eclogue* of Theodulus. Would such analyses of dead-and-gone texts long remain with the average student of educational history? Are they not rather of interest and value only to the specialist?

The author has seen fit to depart from the usual custom of emphasizing the development of education in Germany in order to lay stress upon the growth of English schools, and their influence upon the colonial schools of America. This is well done, since the American student of education frequently gets an inadequate notion of the course of development of his own country's schools, while he can discourse glibly of German educational history. But should this latter subject have been so slightly treated as in Mr. Anderson's book? The highly condensed discussions of the work of the German educational reformers can hardly be regarded as a satisfactory treatment of the splendid achievements of Germany in the field of education.

The quotations in Mr. Anderson's book are in almost every instance aptly chosen and really enlightening. But no reference is made by the writer to the literary importance or to the significant writings of any of the authors cited. This is manifestly a serious flaw, especially as no reference readings whatever are recommended.

The style of the book is clear and readable, and the discussion of mediaeval, English, and American schools is interesting and adequate. But the work is incomplete in its treatment of important phases of educational history. It lacks in some degree the prime requisites of any historical study whatsoever—a clear portrayal of the origin of significant thought-movements in social conditions, and a convincing presentation of the great fact of historical continuity.

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*Spanish Tales for Beginners.* Edited with Notes and Vocabulary by ELIJAH CLARENCE HILLS. New York: Henry Holt & Co., 1909. Pp. v+298.

Unfortunately for the teachers of Spanish in this country, and more particularly for those engaged in the teaching of Spanish in the secondary schools, the appearance of a good compilation or collection of Spanish tales for beginners occurs only too seldom. The information that there has just appeared from the press a new collection of short Spanish stories, selected from among the works of the best-known Spanish writers of the past sixty years, is sure to cause pleasure and satisfaction.

The main purpose of this well-chosen collection may be stated best in the words of the author, who says that in the compilation of these tales he has kept three objects in view: namely, (1) "that they be good literature," (2) "that they portray modern Spanish life," and (3) "that they be interesting and not too difficult in language and thought." A few of the best known of the authors whom he has chosen are here mentioned: José Echegaray, Antonio de Trueba, María del Pilar Sinués, Manuela de la Peña Cuéllar, Enrique Pérez Escrich, Ernesto García Ladevese, Armando Palacio Valdés, Luis Taboada, Emilia

Pardo Bazán, Pedro Antonio de Alarcón, Julia de Asensi, Narciso Campillo, Fernán Caballero and Gustavo Adolfo Péquer.

In addition to these prose selections the author has given us a number of short lyric poems, most of which are suitable for memorizing. He has made selections from the fables of Iriate and from those of Samaniego, Felipe Pérez y González, Juan Eugenio Hartzenbusch, Juan Antonio Cavestany, Antonio de Trueba, Fernán Caballero, José Zorilla, Gaspar Núñez de Arce, and Gustavo Adolfo Péquer. Excellent notes with a few rules concerning Spanish prosody accompany these selections of poems, and should enable the pupil to grasp intelligently the salient points of what is ordinarily a dry and difficult subject. A short biographical and literary summary accompanies each set of notes to the selections from the various authors. A map of Spain in the front of the book adds still more to its usefulness. On the whole, those who teach Spanish are to be congratulated that there has been put into their hands a book with which much can be accomplished.

The reviewer feels impelled to make one suggestion, and that is that there might have been added to the notes sets of questions based upon the stories read, for the purpose of conversational exercises.

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*Practical Exercises in Physical Geography. Atlas for Practical Exercises in Physical Geography.* By WILLIAM MORRIS DAVIS. Boston: Ginn & Co., 1908. Pp. xi+148, and pp. 50, with 45 plates.

The object of the text and the accompanying atlas is to provide in as compact a form as possible a series of disciplinary exercises which may be assigned as laboratory work in connection with any of the modern textbooks in physical geography.

A careful examination of the two volumes convinces the reader that their preparation was, as the author states, a long and difficult task; but the result justifies the labor. Viewed as a scientific presentation of great physiographic problems, the work of Professor Davis cannot be praised too highly. The mere manual labor involved in the preparation of so illuminating and detailed diagrams would be enough to drive to despair anyone less skilled in representing the physiographic features of large areas. The judgment shown in selecting the important features and in omitting non-essential details commands unqualified admiration.

In two particulars, however, the books are open to criticism. First, the amount of space (114 out of a total of 144 pages) given to the discussion of land forms is disproportionately great. Second, those portions of contour maps selected for the illustration of physiographic forms are too small to be effective, and in a few cases the value of these maps is further reduced by an increase of the contour interval and the consequent omission of many contour lines. The Harrisburg sheet, which in the original form is very impressive to young students, loses its effect when drawn with an increased contour interval.